DOCUMENT RESUME

ED 297 064 UD 026 295

TITLE	Which Way to the Future? San Diego and Its Schools at a Crossroads. The Report of the San Diego City Schools' Schools of The Future Commission.
INSTITUTION	San Diego City Schools, Calif.
PUB DATE	Jun 87
NOTE	36p.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Bilingual Education Programs; *Compensatory Education; *Cultural Awareness; Educational Change; *Educational Development; Educational Finance; Educational Innovation; *Educational Planning; Educational Technology; Elementary Secondary Education; Equal Education; Public Schools; *School Community Programs; School District Autonomy; Urban Schools
IDENTIFIERS	*California (San Diego); *Collaboratives

ABSTRACT

The city schools and communities of San Diego must join together to meet the needs of one of the world's most technologically advanced and culturally diverse states in America. Educational planning must account for the particular needs of disadvantaged students. Recommendations are the following: (1) build a new school-community coalition to support the long-term excellence of the educational system, based on mutual responsibility and measurable goals; (2) initiate pilot schools to experiment with new approaches and organizations that help all students attain productive futures; (3) integrate technology into every classroom and school administrative office to enhance teaching, learning, and managing; (4) take advantage of the city's unique location as an international gateway to Latin America and the Pacific Rim by encouraging all students, beginning in the primary grades, to learn a second language in addition to English and to better understand world cultures; and (5) aggressively pursue a stable, independent, and increased funding base for public education. Appendices contain the following: (1) demographic projections; (2) specific suggestions for community involvement with the schools; (3) the Report of the Task Force on Technology in the Schools of the Future; and (4) examples of school restructuring experiments. A selected bibliography is also included. (FMW)

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WHICH WAY TO THE FUTURE?

San Diego and its Schools at a Crossroads

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

> *"If our standard of living is to be maintained, if the growth of a permanent underclass is to be averted, if democracy is to function effectively into the next century, our schools must graduate the vast majority of their students with achievement levels long thought possible for only the privileged few. The American mass education system, designed in the early part of the century for a mass-production economy, will not succeed unless it not only raises but redefines the essential standards of excellence and strives to make quality and equality of opportunity compatible with each other."*
>
> *A Nation Prepared: Teachers for the 21st Century,*
> the report of the Carnegie Forum on Education
> and the Economy's Task Force on Teaching as a Profession.

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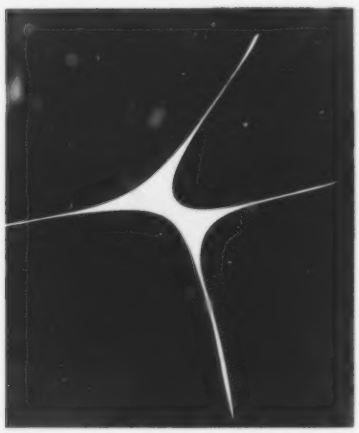

San Diego and its Schools at a Crossroads

The Report of San Diego City Schools'
Schools of the Future Commission
Dr. Bob Filner, Chair
June, 1987

SAN DIEGO CITY SCHOOLS
SCHOOLS OF THE FUTURE COMMISSION

4100 Normal Street • San Diego, CA 92103

June 1987

To All San Diegans:

One year ago, San Diego City Schools Superintendent, Thomas W. Payzant, in consultation with the Board of Education, established a Schools of the Future Commission. Dramatic changes in the city were beginning to affect the public schools. State and national educational reform reports were proclaiming the need for significant new directions in teaching and school organization.

Instead of waiting for crisis to happen, the leadership of San Diego City Schools decided to act now and prepare for the future. The Superintendent appointed 17 prominent San Diegans, representing a broad cross section of the school and general communities, to address the question, "What should the San Diego public schools be like in the year 2000?"

After extensive examination, interviews, and discussion, we arrived at consensus on a vision for San Diego's future schools. Rather than prescribe a detailed blueprint covering every educational program, we issue a call for action based on general guidance and direction. The process of inviting educators and citizens to join together in designing specific plans to carry out these recommendations is a crucial step that too often is overlooked during times of major change. The future must be created by those who will be asked to make it work.

I want to express personal gratitude to Commission members for giving their time, energy, and leadership to this important task. Through intensive involvement in developing this report, they concluded that raising the quality of our schools must become a top priority for the city. It is now up to all San Diegans to read this report, give it thoughtful consideration, and decide how each can make a difference in the schools of the future.

San Diego is a special place. Our climate, our parks and beaches, our border location, and our mix of people make California's second largest city an attractive area to live and work. The challenge to all San Diegans is to preserve our unique quality of life while taking advantage of opportunities to build a productive and harmonious future.

Only if we succeed in shaping our schools to educate tomorrow's workers, citizens, and leaders will San Diego remain "America's Finest City."

Sincerely,

Bob Filner

Dr. Bob Filner
Commission Chair

WHICH WAY TO THE FUTURE?

San Diego and its Schools at a Crossroads

The Report of San Diego City Schools'
Schools of the Future Commission

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Our Vision

San Diego now stands at the forefront of vast economic, social, and political changes occurring in America and the world. The fundamental challenge to educators and citizens is to foresee change and shape it to our benefit—not to hide from change and become its victim.

The public schools of today will shape the society of tomorrow. By looking beyond today's educational needs and envisioning schools of the future, we believe we can create schools which will serve the needs of a community far larger and more complex than today's San Diego. That is why we who represent the diversity of San Diego's population have joined together in the Schools of the Future Commission.

Together we believe in San Diego's bright future as a democratic, pluralistic, vital, creative and livable city. But we recognize that our future can be battered and torn apart by the destructive elements of change if we do not act decisively to protect, improve, and pioneer new paths of pubic education.

San Diego's public schools are not serving all students well today. Some are failing to learn and some are failed by the schools; most who drop out are doomed to a cycle of ignorance, poverty and despair which burdens them and the community. In moving toward the future, we must foresee the particular needs of diverse individuals and groups. We can still make the American dream available to all.

The future of our schools and community hangs in the balance. The choice is ours. We can make our schools serve the needs of the fastest-growing community in one of the most technologically advanced and culturally diverse states in America—or we can abdicate the responsibility to inertia, prejudice, fear and myopia.

The Commission has studied national proposals and local experiments. Although we have generated as many questions as answers, we have hammered out a preliminary vision of the future. We visualize innovative schools that empower principals, teachers, parents, and students to make educational choices hitherto made mainly by central authorities. We see a new partnership between educators, students, parents, and the community—a San Diego Compact for Educational Excellence. It demands each giving for the betterment of all, and receiving back what only education can give—the intellectual, moral and technological means to prosper in a perilous and fragile world.

We owe it to our children to prepare them for the world they will inherit. We owe it to San Diego to preserve its unique quality of life while adapting to a changing environment. Public education is the key to unlocking the secrets of knowledge which have created great cities and societies. The future will come, no matter what we do. But how we will fare in that future depends greatly on what we do in the schools of San Diego.

We propose a new beginning. Together we must seize the opportunity to gaze into the future and make choices that will transmit the best of the past and the best of the present into a world that is only now glimmering before us. The future of San Diego and its schools begins today.

OUR RECOMMENDATIONS

To prepare for the challenges of the 21st century, the Schools of the Future Commission calls on the city's schools and community to join together to:

1. **Create a New Schools-Community Coalition.**
   Build a new schools-community coalition to support the long-term excellence of the educational system, based on mutual responsibility and measurable goals.

2. **Begin a Fundamental Restructuring of Schools.**
   Initiate pilot "Schools of the Future" to experiment with new approaches and organization that help all students attain productive futures.

3. **Integrate Technology into Future Schools.**
   Integrate technology into every classroom and school administrative office to enhance teaching, learning, and managing.

4. **Expand Second Language and World Studies Curricula.**
   Take advantage of San Diego's unique location as an international gateway to Latin America and the Pacific Rim by encouraging all students—beginning in the primary grades—to learn a second language in addition to English and to better understand world cultures.

5. **Secure a Long Term Funding Base for Our Schools.**
   Aggressively pursue a stable, independent, and increased funding base for public education.

I. We are Committed to a Quality Public Education System for San Diego's Future

The Commission believes any attempt to plan for the future of public education must begin with a look at the beliefs and values which cause people to act for the benefit of themselves, their families, and their communities. We are firmly committed to a system of quality public education because:

- **We believe education is power.**

  Education is the continual process of teaching and learning by which we are individually and collectively led from ignorance and fear to knowledge and understanding. The belief that knowledge empowers people and nations is the foundation upon which we build our commitment to education.

- **We believe public education is essential to our democratic society.**

  Our nation's public education system is fundamental to preparing succeeding generations of young people for participation in American society. Through the schools, young people gain an appreciation of our cultural diversity and acquire the knowledge and skills to become responsible, productive citizens.

- **We believe all children can learn and that public education should enable all children to fulfill their unique potential.**

  All young people are endowed with the potential and capacity to learn. Education is the key to developing each young person's intellectual, physical, and emotional abilities. It should enable all to build strong self-esteem and to become aware of how personal choices and creativity shape our collective future.

- **We believe all are entitled to public education of the highest quality.**

  Each citizen has a constitutionally guaranteed right to vote and participate in our system of self-government. This right can be most effectively exercised when *all* receive education of the highest quality.

- **We believe that quality public education depends on the level of cooperation among and critical examination by students, families, schools, and communities.**

  Education is a partnership of mutual responsibility and benefit between students, families, schools, and communities. Without active cooperation and constructive examination by each partner, quality public education is extremely difficult to achieve.

III. The Mission of San Diego's Future Public Education System

The Commission is convinced that an explicit consensus must be reached on the purpose of public education for San Diego in the 21st century. Without such a consensus among students, families, educators, and the general public, our schools will fail to meet the challenges of the future. In our view, the mission of San Diego City Schools in the year 2000 should be:

> **To prepare all students to become lifelong learners who are self-supporting, responsible, participating members of American and world societies.**

Because rapid technological innovation will continually redefine requirements of jobs and everyday life, learning must become an ongoing process. Because America and the world will be increasingly multicultural and multiracial, classroom settings and educational curricula must better prepare students for a more pluralistic future. Because the community is dependent upon the schools to prepare tomorrow's workers and citizens, San Diegans must become actively involved in building a new consensus on the mission of the public schools.

IIII. San Diego and its Public Schools in the Year 2000

What will San Diego look like in the year 2000? How will changes in the population, in the home, in the workplace, and in the community affect the public school system's ability to make meaningful progress towards its future mission?

The Commission reviewed information about California and San Diego in the 21st century from a large number of recent reports by government agencies, scholars, and journalists. Five major changes in the economy, technology, and the population will require a significant response from San Diego City Schools and the San Diego community. Appendix A provides supporting statistics that document these changes.

1. **Dramatic shifts in the economy—from industrial to information jobs and from limited to worldwide market competition—will require all high school graduates to learn, think, and communicate effectively.**

San Diego's economy will continue its evolution toward service, trade, and government jobs. The region will become an international gateway to markets in Latin American and Pacific Rim nations.

How San Diego City Schools Should Respond to Changes in the Economy:

Schools of Today	*Schools of the Future*
■ Students as receivers of knowledge	■ *Students as active learners*
■ Curriculum focused on basic skills adequate for the 20th century	■ *Curriculum focused on higher-level skills for the 21st century*
■ Minimal second language and world studies opportunities	■ *Second language and world studies education beginning in the primary grades*

2. **Dramatic advances in technology will require high school graduates to be trained in the use of computers and experienced in evaluating and solving increasingly complex moral, legal, and political issues.**

Technology will be used extensively in all facets of work and daily life in the 21st century. San Diego residents who can use computers effectively will be able to compete for decent jobs and take advantage of automated services. Technological advances will also present ethical, legal, and political dilemmas for San Diegans. For example, future citizens will have to make informed decisions about the effects of nuclear, biological, and waste-management technologies on the city's unique quality of life.

How San Diego City Schools Should Respond to Changes in Technology:

Schools of Today	*Schools of the Future*
■ Infrequent use of computers and other technologies in the classroom at all grade levels	■ *Integral use of computers and other technologies in the classroom at all grade levels*
■ Limited citizenship decision-making education	■ *Comprehensive citizenship decision-making courses integrated into curriculum at all grade levels*

3. **Rapid population growth will swell public school enrollments, resulting in the need for new schools and revised school schedules.**

San Diego City Schools' present enrollment is expected to increase 45,000 students by the year 2000. The school district does not currently have the facilities to accommodate all of these additional students.

How San Diego City Schools Has Responded to Projected Enrollment Growth:

The Board of Education adopted a Long-Range Facilities Master Plan in February, 1987. The plan includes the expansion of multi-track year-round school and double-session kindergarten schedules, and the renovation of existing schools and construction of new schools to meet facilities needs between now and the year 2000.

4. **Dramatic increases in the special educational needs of the school-age population will challenge the public schools to restructure teaching and learning.**

The numbers of young people who will be coming to school with limited ability to speak English, from single-parent and two-job families, and from minority or low-income backgrounds will increase significantly by the turn of the century. A far greater percentage of these students will have to succeed in school to meet the future economic and social demands of San Diego.

How San Diego City Schools Should Respond to Changes in the Population:

Schools of Today	*Schools of the Future*
■ Large class sizes; limited personalized instruction	■ *Smaller student-teacher ratios; greater personalized instruction*
■ Curriculum confined to the textbook; teaching confined to the classroom	■ *Diverse curricula tailored to diverse student learning needs; teaching conducted in the classroom and the community*
■ Lack of understanding by students of connections between school and the real world	■ *Incentives which tie success in school to opportunities in the workplace or in higher education*
■ Limited flexibility to meet changing family schedules	■ *Flexible school schedules; expanded offering of pre- and after-school programs*
■ Small numbers of bilingual and minority teachers and administrators in schools	■ *Significant numbers of teachers and administrators in schools who are bilingual, and larger numbers who are from minority groups*

5. **While growing in absolute numbers, the *percentage* of San Diego's school-age population is declining, which will threaten public investment in education at a time when the demands placed on schools will be increasing.**

San Diego's population is already aging at a pace that exceeds the national rate. The percentage of San Diego residents without children in the public schools will continue to grow. Financing the education of future workers and taxpayers will depend on actively promoting the benefits of public schooling to voters without school-age children.

How San Diego City Schools Should Respond to Changes in the Voting Population:

Schools of Today	*Schools of the Future*
■ Older residents and others without children in the schools peripherally involved with San Diego City Schools	■ *Actively involve people of all ages in the city's public schools, including those without children in the school system*
■ Limited public awareness of student or school progress and achievement	■ *Student and school performance measures developed and regularly communicated to the general public*

IV. Our Community at a Crossroads: The Need for Action

Many of the challenges and opportunities facing San Diego and its public schools in the 21st century are already evident. San Diego City Schools must prepare to meet these increased demands at a time when the school system is having difficulty succeeding with all students today.

A recent school district report estimates that 36.7% of all high school students who enter the ninth grade will drop out before graduation. This rate of students leaving school, according to a major study on the costs of student drop outs, could mean a loss to San Diego's economy of $725 million in unrealized earnings and a loss in city tax revenues of $29 million over the lifetime of each graduating class.

San Diego's public cannot afford to drop out of its public schools. Just as high school dropouts are destined to a future of low-wage jobs, social dependency, and personal despair, a city which abandons its schools can only look forward to a future of decline, high welfare costs, and social unrest.

We see a bright future—if the schools and the community recognize their mutual needs. Today's predominantly middle-aged and senior white residents will depend on the educational and economic success of tomorrow's multiethnic workers and taxpayers to fund retirement benefits, public services, and environmental protection. Today's businesses will rely on the technological, language, and thinking skills of tomorrow's employees for competing in an information and global economy.

The community and the schools have already laid an excellent foundation to respond to change. San Diego businesses, universities, and community organizations have adopted elementary and secondary schools as part of a model Partnerships in Education program. San Diego City Schools was recognized in 1984 by former Secretary of Education, Terrel H. Bell, for implementing reform measures outlined in the major national report, *A Nation at Risk*. Public school enrollment for the most part continues to reflect the racial/ethnic composition of the city. Educational equity and school integration have been priorities for our school system.

Yet, many schools do not have the power, flexibility, or incentive to respond to dramatic shifts in the community. Traditional supporters of and active participants in the schools—parents and senior citizens, businesses and government, universities and cultural organizations—have not established a focused and coordinated effort to aid the public schools.

Every San Diegan will benefit if the schools and the community join together for quality public education.

V. Recommendations

The Commission studied recent school reform proposals, particularly the Carnegie Task Force report, *A Nation Prepared: Teachers for the 21st Century,* and the California Commission on the Teaching Profession's report, *Who Will Teach Our Children?* We examined information on model projects from around the county, state, and country. We drew on the considerable experience of our own members who are leaders in schools, businesses, government, community and cultural organizations, universities, and the military. We received input from students, teachers, administrators, parents, and community leaders.

We offer five major recommendations to San Diego and San Diego City Schools' leadership who are responsible for guiding the city and its public schools to a dynamic and bright future.

1. Create a New Schools-Community Coalition.

Build a new schools-community coalition to support the long-term excellence of the educational system, based on mutual responsibility and measurable goals.

The city is losing control of its youth. Nowhere is that more evident than in our schools. Drugs, alcoholism, suicide, teenage pregnancy—all are symptoms of an unfocused generation who see little hope or purpose for the future. To reverse this trend, San Diego's public and private sectors must join together in a new coalition that elevates our young people's needs to the top of the city's agenda.

To increase the education and employability levels of greater numbers of students, an unprecedented effort will be needed to coordinate San Diego's resources with the public school system. Rather than operating independently of one another, with minimal interaction, the city's future educational system must be a planned, cooperative endeavor between the community and the schools.

As a first step in building this new coalition, parents, businesses, government, universities, civic and cultural organizations, and the military should join together with the city's public schools in a San Diego Compact for Educational Excellence. This agreement would provide visible measures of the community's support for schools and the schools' success in preparing qualified graduates for the community. Individuals and groups who have been peripherally involved with public education would have clearly defined roles for participating with the schools.

A San Diego Compact for Educational Excellence would provide students with the motivation for academic achievement and success. Students who understand from experience why school is important to themselves, their families, and their community can more likely visualize a direction for their future. Educators would receive vital support to reinforce learning and meet students' special needs.

The Boston Compact, a highly successful joint venture between the community and public schools in Massachusetts' largest city, offers a tested model from which to shape an agreement for San Diego. Boston's agreement calls for businesses to provide priority hiring and universities to promise increased college placements and scholarships for public school graduates in return for the school system committing itself to measurable improvement in the attainment

of specific goals: increased attendance, dropout reduction, and improved achievement in reading and mathematics.

We envision a much broader and more focused effort for San Diego—an effort that involves parents, senior citizens and service organizations, colleges of education, government, cultural institutions, and the media in addition to businesses and universities. San Diego is strategically located and rich in opportunities to expose students to a wide range of knowledge and experience.

Leadership in the community and the schools—with broad public input—can build on the successful Partnerships in Education Program to design the Compact's specific components. Below are some general guidelines for the roles each partner could play. Appendix B provides an expanded discussion of the Compact.

Parents
Parents can reinforce classroom learning and good study habits. They can regulate the amount of time their children watch television. Their presence at school and their involvement at home can influence their children's academic success.

Businesses
Small and large companies can hire students for summer jobs and provide certificates of good work habits. Businesses could agree to provide priority hiring to students who earn a certificate and graduate from high school. Business leaders can play a major role in helping the school district plan to meet the skill needs of future workers.

Community Colleges and Universities
San Diego community colleges and universities can sponsor centers at schools or libraries around the city to provide extensive college counseling and assistance with college applications to junior and senior high students. Area higher education institutions can pledge to reserve places in college and provide scholarships for qualified public school graduates. Special support programs could be offered to ensure that students who enter community colleges or four-year universities complete their degrees.

Colleges of Education
As schools change, colleges which prepare teachers and administrators must change. San Diego's colleges of education will have to coordinate policies and programs with San Diego City Schools to meet mutual needs. In particular, future schools will require greater numbers of teachers and principals who receive support and encouragement in their first years through internship programs, who are trained to work with students from diverse cultures and backgrounds, and who are bilingual and minority.

Senior Citizens and Service Organizations
Parents and schools are overwhelmed with added responsibilities. Retired residents and community service organizations can help tutor, counsel, and generally support student learning. They can also assist with activities that teach students social values and team interaction.

Government
County and city agencies can provide a range of health and human services to students. These services would enable many students to be in physical and emotional shape to learn. The city, through its Department of Binational Affairs, can encourage and assist further development of the school district's student exchange and "sister school" programs with the educational system in Tijuana, Mexico. The Navy can share its expertise and experience in the use of educational technology.

Cultural Institutions
San Diego's art, music, and theatrical institutions can work more systematically with the schools to unleash the ability of students to think, create, and express themselves through visual and performing means.

Media
San Diego's newspapers and television and radio stations can play a unique role with the schools. They can conduct parent education campaigns. They can promote the Compact and success in the schools. Area television stations in particular can pledge to expand educational programming between the hours of 6 p.m. and 9 p.m. each evening.

2. Begin a Fundamental Restructuring of Schools.

Initiate pilot "Schools of the Future" to experiment with new approaches and organization that help all students attain productive futures.

The last thirteen years of the 20th century can and should be an exciting period of innovation for San Diego City Schools. Today's schools are not reaching all students. While the schools are integrated, achievements levels are not equal across racial/ethnic groups. Adequately preparing far greater numbers of graduates for the increased demands of the workplace and world of the 21st century will challenge educators to experiment with new methods of teaching students and organizing schools.

We want to highlight five key principles to guide the design of pilot "Schools of the Future":

- **Empower individual schools to determine how best to teach students, within clear expectations set by the Superintendent and Board of Education.**

Current classroom learning is highly regulated by the state legislature, the federal government, the local board of education, and the central school district administration. The San Diego City Schools' Board of Education and Superintendent set systemwide goals and objectives, but limit individual schools' control over decisions about classroom organization, curriculum, budget, and staffing to carry out these expectations. Limited power translates into less incentive to innovate and diminished accountability for results.

Schools of the future will require the flexibility and motivation—within clear expectations set by the Superintendent and Board of Education—to respond to individual student and community needs. Schools of the future can make decisions about teaching methods, appropriate curricula, organization of staff, and allocation of budgets and rewards as incentives for accepting greater accountability over student achievement.

- **Encourage principals and teachers to work together in managing schools and the learning process.**

In many schools, teachers are isolated from each other and from the principal. The present school structure and environment generally do not encourage cooperative efforts or participation in decisions that affect the management of schools. Many teachers feel they lack the power and respect to influence the learning process.

Principals and teacher leaders will need to work as a team in managing schools of the future. Teachers should be empowered to pursue mutual help, exchange of ideas, and innovative practices that help each student achieve. Successful schools are led by effective principals, and effective principals understand the essential value of actively involving teachers in building quality learning environments. "Educational trust agreements" of the future can reflect a new collaboration between teachers and principals in the management of schools.

- **Allocate resources, incentives, and recognition to enhance school-based authority and the retention of good teachers in the classroom.**

The allocation of funds, rewards, and recognition dictate school district priorities. Individual schools currently have minimal control over budgets. Incentives and recognition seem to be awarded in direct proportion to an educator's distance from the classroom.

Schools of the future will need greater control over their budgets to set goals and priorities. Career incentives, methods of recognition, and working conditions should encourage effective teachers to remain in and around the class-

room. Teachers should be assisted with most non-teaching duties so they can concentrate on teaching.

- **Use diverse teaching approaches and curricula to respond to the diverse learning needs of students.**

Today's schools generally view students as empty slates to be filled with knowledge by teachers. Most teachers are required to teach to the textbook and the standardized tests rather than to the needs of each student, with the result of separating academic winners and losers.

Schools of the future should emphasize the acquisition of specific academic proficiencies by all students. We believe all students can learn, but they do not necessarily learn in the same way. Diverse teaching approaches, using resources in the classroom and in the community, will be needed to motivate students from diverse backgrounds to succeed in school. All students must be active participants in their own education if they are to become lifelong learners who can communicate, speak two languages, and use technology effectively.

- **Provide more rigorous school-based accountability—with fair, equitable and objective methods to evaluate school performance—in return for more school-based authority.**

The public tends to hold schools and teachers responsible for student progress. Teaching conditions, funding levels, or degree of parent and community support are overlooked when the media and pollsters evaluate school performance. Measures have not been developed which tie financial incentives for principals, teachers, and other school staff to student achievement.

Fair and diverse methods for measuring school performance and student progress should be developed for schools of the future by teachers, principals, central office staff, the Superintendent, and School Board members. These measures would assess a range of conditions for learning in addition to academic proficiencies. School leadership and staff would be rewarded and held accountable based on these evaluation standards.

3. Integrate Technology into Future Schools.

Integrate technology into every classroom and school administrative office to enhance teaching, learning, and managing.

The Commission created a special task force of high-level leadership from San Diego technology companies, universities, public schools, and the Navy to examine the role of technology in shaping future schools. The task force's full report is included in Appendix C; its major themes are presented here.

Restructuring schools and the classroom to provide enhanced group and individualized instruction and performance-based accountability will be exceedingly difficult without the use of technology. Computers and telecommunications media will dramatically change the delivery and management of instruction and the incentives for school success in the 21st century.

In the classroom of the future, user-friendly computers and software programs, telecommunication-networked computers, and database "libraries" of information can come together as learning centers for students. Students can watch a video documentary on Japanese or Mexican culture, then divide up into study teams to research follow-up questions on computers using databases of news articles and reference materials. The process of retrieving and assembling the appropriate facts will require students to learn an analytical method that is part of higher-level thinking.

Technology will not replace the teacher or school administrator. It is only a tool. Few models currently exist in San Diego City Schools that demonstrate how technology can be used cost effectively to make jobs easier rather than more burdensome. While a number of schools are experimenting with aspects of computer education and management, few schools are using technology comprehensively in the classroom and administrative office. Staff development programs to train teachers and administrators to make appropriate use of existing computer systems occur in a random rather than systematic manner.

The integration of technology into schools of the future would be a major step towards creating a process for lifelong learning. America is undergoing a transformation from an industrial society to an emerging "information" frontier. Rapid technological innovations will continually create new services and products and redefine requirements of the workforce and society. Learning for work, and for life, will be an ongoing process and technology will play a major role in lifelong education.

4. Expand Second Language and World Studies Curricula.

Take advantage of San Diego's unique location as an international gateway to Latin America and the Pacific Rim by encouraging all students—beginning in the primary grades—to learn a second language in addition to English and to better understand world cultures.

San Diego is a border community and a gateway to Pacific Rim nations. Trade with the city's Latin American neighbors and Asian countries is on the rise. The ability of San Diego companies to successfully compete for international markets will depend in part on the language training and cultural awareness students receive from the schools.

San Diego, California and Tijuana, Mexico are twin cities along the border. The San Diego City Council recently created a Department of Binational Affairs in recognition of the two cities' mutual needs and opportunities. Major local universities have established research and learning institutions focused on the Pacific Rim. Future international cooperation will hinge partly on efforts such as these which provide American citizens with greater understanding of world cultures and histories.

Communication is the key to breaking down economic and political barriers. To speak a foreign language is to better participate in and appreciate another culture. An immigrant to the United States who does not learn English or American history cannot effectively participate in this country's labor market or democracy. A native San Diegan who learns the Spanish language and Mexican history can more effectively conduct business with Mexico or work to resolve long-standing problems between the two countries.

Primary school students learn languages quickly. English and a second language should be taught beginning in the early grades. The effective use of technology may enable schools to teach foreign languages without major new costs. Increased trips to Tijuana and other cities in Mexico could reinforce language conversation and classroom instruction. Teachers and administrators of the future should speak two languages fluently to serve as role models for their students.

5. Secure a Long Term Funding Base for Our Schools.

Aggressively pursue a stable, independent, and increased funding base for public education.

San Diego and California's other major cities are faced with building the transportation, sewage treatment, and water systems to provide the infrastructure for maintaining a decent quality of life into the next century. At the same time, human assets must be cultivated to yield future economic growth, government revenues, and social harmony. Both sets of costs are essential and will require large sums of money. Yet, education and public services are currently competing for limited funds.

San Diego City Schools cannot plan today for tomorrow's schools. Every year school district officials must wait for the state legislature and governor to work out an education budget before funds can be allocated to school programs. The future of the city and the state are too important for the schools to be an annual political bargaining chip.

A "California Educational Trust Fund" is needed to provide a long-term, independent, and increasing source of funds for the state's public schools. The funding mechanism should remove public education from annual political competition with other essential services. School districts could then plan for change rather than manage in continual crisis. Allocation of the funds could be granted to school districts with greater flexibility to meet local learning needs. The legislature would offer incentives and develop measures of accountability to ensure local educational progress and quality.

If the legislature and public fulfill their financial responsibilities to the schools, school boards and superintendents must reciprocate by satisfying their stewardship obligation to maintain cost effective educational programs. Measures should be developed to evaluate the investment return of each program. Those programs which are successful in achieving desired goals should be continued and even expanded; those which do not succeed should be revised or terminated.

Other Recommendations.

In creating our vision of the future, we allowed ourselves to dream. Some of our ideas not included in the major recommendations might be useful to school and community leaders planning tomorrow's schools.

- The school day and school year could be expanded to provide greater flexibility in meeting the schedules of students and parents, and to allow for more field trips to businesses and cultural institutions, an enhanced visual and performing arts curriculum, and community service activities. Additional teachers and staff may be needed to accommodate this expanded schedule.

- Vocational and special interest classes might be offered to all students on a quarterly and pass/fail basis in secondary schools to expose students to a wider range of subject areas.

- Schools can conduct yearly goal setting sessions with students to reinforce the purpose of school and develop academic and non-academic objectives.

- Teams of teachers could be responsible for cooperatively teaching a set number of students whom they teach, advise, and counsel. In such an arrangement, teachers could assist one another and provide greater individual attention to students.

- Preschool and K-3 schools could be developed which focus on literacy skills and building strong parent involvement programs. Mastery of concepts rather than age designation could determine student progress throughout the early grades.

- Creativity programs might be offered to teach students how to invent and build solutions when starting with a dream or visionary idea.

- The school district can provide a written warranty of each graduate's proficiencies to future employers, and agree to offer additional skills training if standards are not met.

- Local television stations could either offer educational programming between 6 p.m. and 9 p.m., or contribute to a fund that would be used to expand visual and performing art education.

VI. Getting Started

Productive change can occur if support for these recommendations is rallied in San Diego City Schools and in the community. Teachers and administrators, students and parents, government and business, and the community at large must all be involved in creating the programs if they are to develop the ownership required for success.

We believe there are specific steps which can begin now to prepare for the schools of the future. If requested, we stand ready to reconvene in one year for a brief period to review progress by the schools and the community in moving forward to meet the challenges of the 21st century.

1. Steps to Create a New Schools-Community Coalition.

Recently, San Diego was chosen by the National Alliance of Business as one of seven cities in the nation to demonstrate the mutual benefits to schools and communities of a focused alliance. A major reason for San Diego's selection was the solid foundation of cooperation already established between the schools and the community through the Partnerships in Education program.

The Commission strongly endorses the emerging "San Diego Compact for Educational Excellence." The present Compact leadership team—which now includes the Mayor, the Presidents of the Greater San Diego Chamber of Commerce and Private Industry Council, the Commander of the Naval Base, the President of San Diego State University, and the Superintendent of San Diego City Schools—should be expanded to represent a wider spectrum of the San Diego community.

A measurable agreement should be designed that builds on successful elements of partnership, compact, and other community involvement efforts. A group of Partnerships in Education Program and parent leaders should be convened by the Superintendent to coordinate proposals and plans with the San Diego Compact for Educational Excellence.

When a final master cooperative agreement is completed, the new alliance's leadership must aggressively promote the Compact to parent, business, government, university, community, and military organizations across San Diego. When residents and leadership throughout the city understand how they can make a difference in supporting quality public education, they will come forward with the commitment and resources to make this unique partnership work.

2. Steps to Begin a Fundamental Restructuring of Schools.

The Board of Education and Superintendent should make the creation of a pilot "Schools of the Future" program a high priority goal area for the two-year period from 1987-1989. The Superintendent should establish a leadership group representing the major school district and community constituencies to begin designing the project. We firmly believe that educators, with input from the community, can make this effort work.

This leadership group would be charged with:

- Reviewing this report and the major educational reform recommendations and presenting highlights to each school, central office division and employee association. Questions need to be answered, new ideas generated, and support created as part of the process for piloting restructured schools.

- Visiting and gathering information from current and planned "school-based management" and innovative staff development experiments from around the nation and from other countries. A preliminary list of these experiments is provided in Appendix D.
- Developing an application procedure to select the pilot schools. The primary criteria should include the desire and ability of schools to participate. Enough schools should be chosen (4-8) to adequately demonstrate success. At least one elementary, middle/junior high, and high school should be included, either in the same or across geographic regions of the city.
- Encouraging modified collective bargaining agreements between the School Board and employee associations which would facilitate the establishment of pilot schools.
- Reviewing laws and policies which might need to be changed or waived.
- Establishing evaluation measures, incentives and funding levels.

Consideration should be given to designating the pilot schools as priority recipients of benefits from the newly forming San Diego Compact for Educational Excellence. If the community is actively involved in the experimental programs, it will increase its support for the entire school system.

Within a reasonable period of time, between three and five years, a major assessment of the pilots should be conducted and a decision made on expanding successful models to additional schools. The original participating schools could then remain as permanent staff development centers, providing ongoing training and enrichment to teachers and administrators and continually experimenting with solutions to the most difficult educational problems.

3. Steps to Promote Educational Technology.

Technology has the potential to provide enhanced group and individualized instruction for students, improved incentive systems and status for educators, and greater visibility of school results for the community. Projects should be undertaken which demonstrate a working vision of technology's benefits, which adequately train staff, which build broad support for expanding successful programs, and which are cost effective.

Based on the Technology Task Force's report, we recommend the following strategies to promote the expanded use of technology in future schools:

- The School Board and Superintendent should work with the community to develop a technology policy for San Diego City Schools.
- San Diego City Schools, the San Diego County Office of Education, Teacher Education and Computer Center Region 15, San Diego universities and businesses, and local Navy Department Activities should form a partnership to promote research and development in educational technology.
- Technology should be integrated into a pilot "Schools of the Future" program to demonstrate its uses and effectiveness in restructuring schools.
- San Diego colleges of teacher and administrator preparation should be encouraged to continue and expand their leadership role in technology training.

4. Steps to Expand Second Language and World Studies Curricula.

Experiments are currently underway in San Diego City Schools to test the viability of language immersion programs in elementary schools. The Superintendent and School Board should evaluate these programs and develop a policy and plan for expanding second language and world studies curricula to all elementary schools in the school system.

Secondary school curricula should build on language and cultural awareness achievements from the elementary grades. Graduates of San Diego City Schools should be fluent in English and a second language and appreciate the cultures, histories, and customs of foreign nations.

5. Steps to Secure a Long Term Funding Base for Our Schools.

The Superintendent and Board of Education should convene a working group of local state legislators and community and school leadership to develop proposals for a "California Education Trust Fund." Once drafted, the legislation should be presented to school officials, community leaders, and state legislators of California's major cities for input and endorsement.

A statewide delegation should then meet with the State Superintendent of Public Instruction, leadership of the State Assembly and Senate, and the Governor to negotiate a final plan that could be placed on the November 1988 ballot. A broad-based vote of the California electorate to secure the long-term funding of public education is urgently needed.

VIII. And Finally, We Must All Join Together in the Work Ahead

We owe it to our children to prepare them for the world they will inherit. We owe it to San Diego to preserve its unique quality of life while adapting to a changing environment. We must seize our chance to shape the San Diego of the future through the schools of tomorrow. The future of our city and our schools begins today.

Appendix A

San Diego in the Year 2000

The San Diego Economy

- The service and trade sectors will continue to grow, comprising over 46% of all San Diego County jobs by the year 2000. Government jobs will be an additional 17% of the total workforce.
- San Diego's traditional defense-related manufacturing industries have shrunk to 15% of the non-agricultural workforce over the last twenty years, and will remain at about that level into the year 2000.
- The median personal income in San Diego is projected to continue below the state average into 2000: $17,990 for California compared to $15,039 for San Diego County. This is due mainly to the large numbers of low-wage workers in San Diego's service and trade industries and to the growing numbers of retirees on fixed incomes.
- San Diego's annual exports total about $1.5 billion, according to preliminary information from a pilot study conducted in 1986 by the Census Bureau. Nearly one-third of those exports are shipped to Mexico and almost 29% are shipped to Asia.

The San Diego and San Diego City Schools' Populations

- San Diego County is experiencing the highest annual population growth rate (2.2%) of all counties in California. The city is expected to have 1,140,000 million people by the year 2000, an increase of over 23% from the 1980 population figure of 875,500.
- Current enrollment in San Diego City Schools is expected to grow 28.3% to 161,885 students by the year 2000. The previous enrollment high was 131,300 students in 1970-71.
- Almost 84% of expected future net population growth will be attributable to people migrating to San Diego for jobs and retirement.
- By 2000, about 14% of the total San Diego County population will be 65 or older, while the proportion of school-age children will fall to 25% of the total population.
- In the year 2000, 42% of San Diego City Schools' students are projected to be White, 24% Hispanic, 19% Asian, and 15% Black. Currently, 35% of all Hispanic and 28% of all Asian students are enrolled in bilingual education programs.
- The number of single parent households in the city of San Diego has increased from 6.4% in 1970 to 22.8% of all households with children in 1980. School nurses in San Diego City Schools report about 400 student pregnancies each year.
- One in 6 children in the city of San Diego were living in families below the poverty level in 1980. Over 40% of San Diego City Schools' students were certified eligible for the federal Free and Reduced-Price Lunch Program in 1986.

Appendix B

A San Diego Compact for Educational Excellence

The San Diego Compact for Educational Excellence can build on San Diego City Schools' successful Partnerships in Education Program to become a broad-based, measurable agreement for mutual incentive and support. Over 125 San Diego businesses, service organizations, universities, and military departments have adopted an elementary or secondary school, providing various levels of support to students and staff.

Previously, we briefly discussed the general roles that each partner could play in a San Diego Compact for Educational Excellence. Below are specific ideas on how the community can become actively involved with the schools.

Parents

- Sign a yearly pledge with the school principal to make sure their child attends school daily, has a quiet place to study away from the television, and reads or completes homework at least one hour each evening.
- Visit their child's teachers or classes at least once each semester.
- Participate with principals and teachers in developing and carrying out the school's annual goals and objectives.
- Cosponsor "newcomers' centers" with the schools, similar to the program in Vista, to welcome new students and parents of all nationalities to San Diego City Schools, provide information on the school district, and help assess student needs.

Businesses

- Release parents at least once each semester to attend their child's classes or meet with teachers and staff.
- Hire students for summer jobs and provide certificates of good work habits.
- Offer priority hiring to San Diego City Schools' graduates.
- Provide input to curricula planning for meeting the skill needs of future workers.
- Expand the Partnerships in Education Program to offer all secondary students frequent visits to worksites and exposure to career options.

Community Colleges and Universities

- Sponsor centers at schools or libraries around the city to provide extensive college counseling and assistance with college applications.
- Reserve places and provide scholarships for qualified San Diego City Schools' graduates.
- Develop special support programs to ensure that first year students do not drop out of community colleges or four-year universities before they have completed their degrees.

Colleges of Education

- Systematically coordinate policies and programs with the public schools to meet mutual needs.
- Establish a "teacher corps" to encourage minority students in the high schools to enter the teaching profession. Sponsored by colleges of education, businesses, and service organizations, the program could provide partial or full scholarships to high achieving minority graduates in return for the students agreeing to teach in San Diego City Schools for each year a scholarship was received.
- Form or expand partnerships with local technology companies to develop programs for training future teachers and administrators in the use of computers to teach and manage.
- Establish an internship program for a teacher's first year on the job as a significant step in retaining quality teachers.
- Develop training courses to prepare principals and administrators for new roles in future schools.

Senior Citizens and Service Organizations

- Sponsor "big brother/sister" types of programs to team students with senior citizens and other adults for tutoring, counseling, and general assistance.
- Expand Scouting, Boys Club, and other programs which provide after-school activities emphasizing life skills and values.
- Sponsor "community service" scholarships for students who volunteer in senior citizen and non-profit service organizations.

Government

- Coordinate a range of health and human services with the schools to assist students with physical and emotional obstacles to learning.
- Assist San Diego City Schools to expand "sister school" relationships, student exchange programs, and annual field trips with the educational system in Tijuana, Mexico.
- Share such expertise as Naval educational technology with San Diego City Schools.
- Establish internship and assembly programs for students to work in governmental agencies and participate in simulated City Council or Board of Supervisors' sessions.
- Facilitate registering senior high school students to vote.

Cultural Institutions

- Provide "classrooms" in museums, art galleries, and theaters for regular visits by San Diego City Schools' students.
- Provide scholarships for qualified graduates to attend art and acting colleges.
- Actively promote the expansion of visual and performing arts curricula within the schools, and sponsor travelling artists and actors to provide creative workshops in the schools.

The Media

- Provide priority and in-depth coverage to San Diego Compact for Educational Excellence news and continually promote success in the schools.
- Cosponsor a parent education campaign with San Diego City Schools.
- Sponsor writing workshops and contests with elementary and secondary schools.
- Develop internship programs and seminar series to expose students to the process of generating and reporting news.
- Expand educational television programming during the week between the hours of 6 p.m. and 9 p.m.

Appendix C

Report of Task Force on Technology in the Schools of the Future

Participants

Terry Churchill, Area Vice President, Pacific Bell (Chair)
Bruce R. Boland, RADM, Commander Naval Base, San Diego
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Ron Ottinger, Staff to the Schools of the Future Commission

Preface

The Schools of the Future Commission created a task force on technology and charged the panel with making recommendations on the role of technology in shaping future schools.

Mr. Terry Churchill, Area Vice President for Pacific Bell, chaired the task force which included high level leadership from San Diego technology companies, public schools, universities, and the Navy. Although the special panel examined research studies and national publications on trends and issues in educational technology, members developed this report primarily from a series of discussions which drew upon each participant's considerable experience.

The report is offered to school district and community leadership as a discussion paper on effectively integrating technology into teaching, learning, and school management.

I. The Changing Educational Environment

San Diego, like the nation, is in transition. The changing nature of family, the population, work and everyday life—all are factors which will profoundly influence public schools in the next century.

Growing numbers of children will come to school from single-parent and two-job families requiring pre-school and after-school programs. More students will attend school with needs for special language, academic, and counseling services. The complexity of future jobs and community issues will require young people to think, read, write, and communicate at higher levels.

The information age is upon us. The schools of tomorrow must evolve from those of industrial America, teaching the individual rather than the textbook, thinking skills rather than memory skills, and methods of learning rather than test-taking techniques. For more young people to succeed in future schools, they will need creative and flexible learning experiences and greater individual support.

While the expectations for schooling are increasing, the ability of schools to meet new demands appears to be declining. School budgets are shrinking at a time of rapid population growth, class sizes throughout California continue to be the highest in the country; students are dropping out of school at alarming rates.

San Diego's economic and social needs in the year 2000 will require that greater numbers of young people from all backgrounds secure an adequate education. The community cannot afford the costs in dollars and social unrest if thousands of young people are unprepared to meet the needs of the future.

II. The Role of Technology in Future Schools

Restructuring schools and the classroom to provide enhanced group and individualized instruction and performance-based accountability will be exceedingly difficult without the use of technology. Computers and telecommunications media will dramatically change the delivery and management of instruction and the incentives for school success in the 21st century.

In the classroom of the future, user-friendly computers and software programs, telecommunication-networked computers, and database "libraries" of information can come together as learning centers for students. Teaching and learning will no longer be confined to the classroom alone—a portable computer and a telephone line will enable students to access information and instruction in or out of school at any time of the day.

Students can watch a video documentary on Japanese or Mexican culture, then divide up into study teams to research follow-up questions on computers using databases of news articles and reference materials. The process of retrieving and assembling the appropriate facts will require students to learn an analytical method that is part of higher level thinking.

Technology will not replace the teacher. It is only a tool. In the immediate future, computers can reduce the time spent on scoring tests, completing reports, and computing grades. By the year 2000, computers and visual communication devices will serve as aids in each classroom for teachers to more effectively meet each student's learning needs. Teachers can tailor computer-based lesson plans for individual or group instruction. Their primary task can then shift to facilitating learning and motivating students to succeed. Student progress can be monitored continuously to pinpoint areas requiring additional attention.

Technology will allow teachers and parents to communicate regularly. Teachers can send home preformatted progress reports. Parents can use home computers and a telephone modum to directly access student homework assignments and progress records.

The principal, teachers, and other staff can use technology to effectively measure the school's progress in meeting academic and non-academic goals and objectives. Performance-based incentive systems will become more feasible. Department directors and teachers can assess the relative success of different curriculum and instructional methods. Profiles can be maintained on achievement and learning needs for each student. In particular, computers can be used to identify students falling behind in various classes and enable teachers and administrators to track the results of various teaching strategies.

In a school system with 150 schools and frequent movement of students between sites, a districtwide computer network could provide central and school administrators with accurate, current information on each student at all times. If a student transfers, the new school could immediately call up the appropriate record for class placements and special instructions to teachers.

III. Overcoming the Obstacles to Integrating Technology in the Schools of the Future

Few models currently exist in San Diego City Schools that demonstrate to teachers and school administrators how technology can be used cost effectively to make jobs easier rather than more burdensome. While a number of schools are experimenting with aspects of computer education and management, few schools are using technology comprehensively in the classroom and administrative office.

Schools have appropriately purchased thousands of computers and accompanying software programs. Without a critical mass of equipment, little technology-based instruction can occur. Yet, fewer than 10% of all San Diego City Schools' teachers and school personnel are estimated to have a working understanding of using computers to enhance their effectiveness. Staff development programs which introduce and reinforce computer application to teaching and managing are a random rather than a regular part of employee training sessions.

Since most priority programs are initiated by the Board of Education and Superintendent, it is

revealing that no school system goal or objective exists on technology. Students are required to take only one computer course: a nine-week exploratory class in the seventh grade. There are few incentives for individuals or schools to aggressively pursue technology.

Top school district and community leadership must recognize the opportunities of integrating technology into schools. If the challenge is met, the potential is for enhanced economic growth and status. If technology is not embraced, the city will have difficulty luring new jobs and business, and residents may demand alternatives to the public education system.

Urban centers which have increased their investment in educational technology and a quality public school system are winning competitions for new industry, investment, and jobs. On the other hand, when business and military organizations annually spend billions of dollars to provide high school graduates and dropouts remedial basic skills and computer training courses, taxpayers begin to question this double cost.

Change will occur in education. The task force believes that embracing the opportunities offered by technology will shape a more productive future rather than waiting for a national crisis or federal legislation to dictate San Diego's course of action.

IV. A Challenge to School and Community Leadership

San Diego in the 21st century will be an exciting and innovative city if opportunities to improve the quality of life for all residents are promoted by visionary leadership in the schools and the larger community. New technologies offer the potential for preparing far greater numbers of future students to successfully participate in society.

The integration of technology into the schools of the future would be a major step towards creating a process for lifelong learning. America is undergoing a transformation from an industrial society to an emerging "information" frontier. Rapid technological innovations will continually create new services and products and redefine requirements of the workforce and society. Learning for work, and for life, will be an ongoing process and technology will play a major role in lifelong education.

V. Recommendations

Steps must be taken now to demonstrate technology's potential to provide enhanced group and individualized instruction for students, improved incentive systems and status for educators, and greater visibility of school results for the community. Projects should be undertaken which demonstrate a working vision of technology's benefits, which adequately train staff, which build broad support for expanding successful programs, and which are cost effective.

The following strategies are recommended for getting started. The list is not exhaustive. The ideas are meant to initiate discussion among appropriate school district and community decisionmakers that will lead to a plan of action.

- **The School Board and Superintendent should work with the community to develop a technology policy for San Diego City Schools.**

The Superintendent should appoint a technology oversight committee consisting of representatives from the community and from major school district employee, student, and parent organizations to assist in designing, funding, and evaluating technology policies and programs. In addition, the Superintendent should appoint a cabinet-level administrator to advocate technology as a priority in the school district.

A policy acknowledging the importance of tech-

nology to the future of the school district should be recommended by the Superintendent and approved by the School Board within the 1987-88 school year. The initial policy could include the concept of demonstrating the uses and benefits of technology. Future policy might focus on the inclusion of technology criteria for hiring and promoting staff and the creation of an organizational structure for driving technology implementation.

- **San Diego City Schools, the San Diego County Office of Education, Teacher Education and Computer Center Region 15, San Diego universities and businesses, and local Navy Department Activities should form a partnership to promote research and development in educational technology.**

An educational technology research and development partnership should be jointly established by San Diego public school, university, business, research, and military communities. The partnership would gather information on technological advancements and applications from around the country and recommend or sponsor educational technology projects in elementary and secondary schools and in the universities.

- **Technology should be integrated into a pilot "Schools of the Future" program to demonstrate its uses and effectiveness in restructuring schools.**

The pilot should include quantifiable measures to provide visible evidence of technology's effectiveness in motivating and assisting students to succeed in school. Participating schools should serve as demonstration and training centers.

- **San Diego colleges of teacher and administrator preparation should be encouraged to continue and expand their leadership role in technology training.**

Research and development on technology training programs should be encouraged, with the assistance of local and national technology assets. An immediate goal should be for teachers and administrators to be certified with demonstrated knowledge in the uses of technology.

Appendix D

Examples of School Restructuring Experiments

Experiments with the concepts and ideas of restructuring schools are beginning to occur in school districts throughout the United States and in parts of Canada. Most states are passing model legislation to carry out the recent wave of school reform proposals. We hope the leadership group designing the pilot "Schools of the Future" will contact or visit school districts and state legislatures conducting innovative programs for future schools. The following is a listing of some of these efforts.

School-Based Management Programs

- The Corrine A. Seeds University Elementary School, the laboratory school of the UCLA Graduate School of Education in Los Angeles, is experimenting with a school-based management program that is putting many of the recent reforms into practice.
- The Edmonton Public Schools in Edmonton, Canada have created a phased program to convert all of the schools in the district to a school-based management system. The program has been in operation since 1980.
- Hammond (Indiana) Public Schools initiated a pilot school-based management program in 1985. The program has since been expanded to all 25 schools in the system.
- The School Board and the United Teachers of Dade in the Dade County Public Schools (Florida) have decided as part of the 1986 collective bargaining agreement to create a "School-Based Management Pilot Program."
- Jefferson County (Kentucky) Public Schools will be initiating a school-based staff incentive program beginning in school year 1987-88. The program is designed to encourage individual and collective performance in pilot schools.
- The National Governor's Association, funded by the Carnegie Corporation, has selected 16 school districts in the country to experiment with major elements from the recent reform reports.
- The Pittsburgh Public School District has been operating a "Teacher Center" at Schenley High School since 1983. The program is an ongoing staff development center at a regular high school. The school district is in the process of developing a similar center at an elementary school, and is designing a companion program for administrators at both school levels.
- Theodore R. Sizer, author of *Horace's Compromise: The Dilemma of the American High School*, and Chairman of the Education Department at Brown University, has established the Coalition of Essential Schools. The Coalition is made up of 12 participating and 23 associate public and private schools throughout the country which are experimenting with new environments for learning and structures for managing schools.

Teacher Recruitment, Training and Retention Programs

- John I. Goodlad, author of the influential study, *A Place Called School: Prospects for the Future*, has established a National Network for Educational Renewal. Under his leadership, 14 partnerships between 17 universities and approximately 100 school districts in various parts of the country have agreed to spend at least five years attacking some of the entrenched problems plaguing schools and teacher preparation programs.
- San Diego State University's (SDSU) College of Education has developed a "Model Education Center" for training teachers on site at the Cuyamaca Elementary School in the Cajon Valley School District. SDSU is in the process of developing a "Teacher Training Institute" at Crawford High School and establishing a "New Teacher Retention" program to support first year teachers in San Diego's inner city schools.
- The University of California, San Diego's Teacher Education Program is establishing a teacher preparation program for secondary school teachers that will provide a paid, supervised internship year for beginning teachers in mathematics and life science.
- Crenshaw High School in Los Angeles has developed a "Teacher Training Academy" to actively encourage and prepare primarily minority high school students to attain a college degree and a teaching credential. Coordinators of the Advancement Via Individual Determination (AVID) program in San Diego City Schools are interested in replicating the Crenshaw program at Clairemont High School.

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Acknowledgments

The Commission wishes to thank its sponsors whose generosity and commitment to San Diego's public schools helped ensure our independence by allowing us to function without any government funds. We want to express particular gratitude to the Stuart Foundations of San Francisco, California for its leadership throughout the state in promoting educational reform and for successfully encouraging local San Diego corporations to match its $25,000 grant to the Commission.

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We are deeply appreciative of the San Diego Community Foundation for serving as our fiscal agent, ensuring that funds were properly received and managed. We are also grateful to San Diego City Schools for providing us with office space and supplies.

Many people throughout San Diego contributed to the development of this report. We want to thank all of the students, teachers, school administrators, parents, and members of the community who gave us their ideas and reflections. In particular, we wish to thank Chaplain W. Benson Mack of the U.S. Navy Chaplain Corps, Dr. Jack Hill, Director of Curriculum Instruction at the San Diego County Office of Education, and Dr. Ruben Carriedo, Director of San Diego City Schools' Planning Department for actively participating in the work of the Commission.

The Commission held special workshops to receive information in areas outside its expertise. We wish to express our appreciation to the San Diego business, government, university, school, military, and community leaders who helped develop recommendations on educational technology, teacher and administrator preparation, student roles, and minority student success in schools of the future.

Finally, we want to acknowledge the essential contribution of our staff person, Ron Ottinger, who not only captured the Commission's consensus in each successive draft of this report but provided invaluable research, fundraising, and public relations support at every stage in our work.

Introducing the Commission

Dr. Bob Filner, Commission Chair
Professor of History, San Diego State University. Former President, San Diego City Schools' Board of Education. Former Congressional Legislative Assistant on Education.

RADM Bruce R. Boland
Commander Naval Base, San Diego. Career Navy Officer. Board Member, United Way of San Diego.

Gail Boyle
Race/Human Relations Facilitator, San Diego City Schools. Immediate past President, San Diego Teachers Association. Elementary teacher, seventeen years. Mediator, Golden Hill Mediation Center.

Eugene Brucker
K-12 Educational Consultant, DeLoitte, Haskins & Sells. Former Acting Superintendent, Special Assistant to the Superintendent, Assistant Superintendent and Principal at San Diego City Schools, with over thirty years of service to the school district.

Terry Churchill
Area Vice President, Pacific Bell. Board Member of the Greater San Diego Chamber of Commerce, Private Industry Council, United Way/CHAD, University of San Diego Corporate Associates, San Diego State University President's Council, and the San Diego Museum of Art.

Kay Davis
Current President, San Diego City Schools Board of Education. Chair, Governor's Chapter II Block Grant Advisory Committee. Member, State Department of Education Task Force on Standards for Effective Schools.

Mary Franklin
San Diego Criminal Defense Attorney, primarily representing elderly and low-income people. Member, Earl B. Gilliam Bar Association, San Diego's association for Black attorneys. President, San Diego Chapter, National Women's Political Caucus.

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Editorial Writer, *The Tribune*. Former Associated Press reporter, Rio De Janiero. Awards: Pulitzer Prize for Distinguished Editorial Writing; American Society of Newspaper Editors, Distinguished Writers Award for Editorial Writing.

Hugh Friedman
Professor of Law, University of San Diego School of Law. Former President, California State Board of Education. Vice Chair, California Commission on the Teaching Profession. Former President, San Diego County Bar Association.

Dr. Irwin Jacobs
Chairman and President, Qualcomm, Inc., a Sorrento Valley company. Cofounder of LINKABIT, a nationwide electronics company. Member, Board of Overseers, University of California, San Diego. Former Chair, Muirlands Junior High School Advisory Committee.

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Minister, North Park Baptist Church. Former Chair, San Diego City Schools Superintendent's Mexican-American Advisory Committee. Board Member, Chicano Federation of San Diego.

Dr. E. Walter Miles
Professor of Political Science, San Diego State University. Former Board Chair, San Diego Urban League. Member, Executive Council, American Political Science Association.

Arthur Ollman
Executive Director, Museum of Photographic Arts, San Diego. Founding Board Member, San Francisco CAMERAWORK. Former Member, National Endowment for the Arts Regional Task Force on Funding Programs and Guidelines. Award: National Endowment for the Arts Fellow.

Tuan Quang Pham
Equal Employment Opportunity Administrator, General Dynamics-Space Systems Division. Former Vice President, San Diego Urban League, Community Services Division. Board Member, Indochinese Mutual Assistance Association. Member, Board of Overseers, University of California, San Diego.

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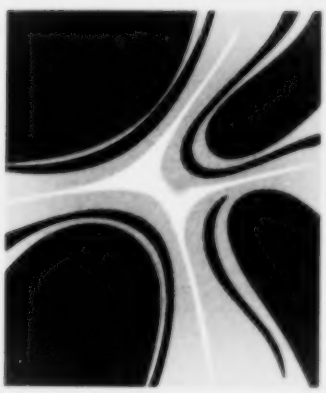

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